SOCIAL ENTREPRENEURSHIP LITERACY AND CAPACITY BUILDING IN PUBLIC UNIVERSITIES IN EGYPT

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ABSTRACT

The world today is living a social revolution, innovation and creativity is essential to be able find solutions to the increasing social problems facing countries worldwide, especially developing countries. This paper aims to analyze how universities can play an important role in promoting social entrepreneurship (SE) leading to regional and social sustainable development. Focusing on how students with the right guidance and awareness can contribute to solving the current social problems, advising them on how they can start up their professional careers in the social area and be a beneficial part of the workforce.

Higher education institutions have an obligation towards youth, who are our future leaders. An empirical study on Cairo University was carried out to investigate both faculty and students' perceptions towards the concept of (SE) and towards the possible role public universities can play in initiating and sustaining its practice. The study investigated this role by applying the ADKAR model for personal change. Findings helped in concluding suggestions on how to make our youth act as change agents not only to contribute and find solutions but also transform societies. Public Universities in Egypt with well trained faculty members can be a major contributor to this transformation.

KEYWORDS: Social Entrepreneurship, Youth, Egypt, Public Universities, Capacity Building

INTODUCTION

Societies are in constant transformation, with information-driven societies and a globalized world we are in need for change. Higher education institutes in Egypt have to take part in this transformation, thus getting students ready for the labor market and informing them of the societal challenges and the competitiveness of the labor market should be one of the focal areas in higher education institutions in Egypt and worldwide. The major challenges that need shedding light on are – employability and the development of social responsibility (Santos, Silva & Guedes, 2011). This new reality requires differentiated knowledge, which includes new ways to create, produce and manage methods of work, sources of knowledge and learning styles (Carneiro, 2003). SE is a relatively new discipline taught within university curricula in many universities worldwide. Social entrepreneurship has been introduced in the curricula of higher education institutes in many countries, but this is not the case in the Middle East and North Africa Region (MENA) and especially in Egypt. Incorporating social entrepreneurship in university curricula enables students to understand societal problems and search for solutions. Universities must be hubs for innovation, providing mentoring, networking, funding opportunities and encouraging students to become the pioneers of change. Social Entrepreneurship in universities should be a series of service-learning engagement activities which creates a three-way partnership between the university, its community and students.

"Whenever society is stuck or has an opportunity to seize a new opportunity, it needs an entrepreneur to see the opportunity and then to turn that vision into a realistic idea and then a reality and then, indeed, the new pattern all across society. We need such entrepreneurial leadership at least as much in education and human rights as we do in communications and hotels. This is the work of social entrepreneurs." Bill Drayton (Founder of Ashoka: Innovators for the Public)

WHAT IS SOCIAL ENEREOENEURSHIP (SE)?

"Social entrepreneurship is the attempt to draw upon business techniques to find solutions to social problems.This concept may be applied to a variety of organizations with different sizes, aims, and beliefs. Social entrepreneurs also take into account a positive return to society. Social entrepreneurship (SE) typically attempts to further broad social, cultural, and environmental goals." (Gregory, 1998).

To date there has been no agreed upon definition for social entrepreneurship; the reason behind this is that it is an interdisciplinary field of study. Philanthropists, social activists, environmentalists, and other socially oriented practitioners are referred to as social entrepreneurs. Another reason behind this disagreement is related to the type of organization implementing social entrepreneurship activities Social entrepreneurship is often associated with the voluntary sector; nonetheless some scholars prefer excluding it as only serving the society which represents its primary activity (Forbes, 2011). However, if voluntary organizations managed to serve the society in unconventional and sustainable way; i.e., they manage to qualitatively and quantitatively transform their societies, in this case they may be classified as Social Entrepreneurs. The proponents of this point of view advocate the association between SE and the existence of a market based approach. That is, they only consider the social initiatives that come from business organizations (Forbes, 20011). Another better classification, that can accommodate different kinds of SE activities provided by different types of organizations; yet without sacrificing its identity, is represented in the following table that depicts the territory of social ventures within the typology of organizations (Blackwood, 2012).

| | Venture Mission | |
	Economic	Social
Economic **Primary Market Impact**	Traditional(2)	Social Purpose(1)
Social	Social Consequence (3)	Enterprising Nonprofit (4)

Hybrids

Source

http://highered.mcgraw-hill.com/sites/dl/free/0070277664/852475/Timmons_Chapter_07.pdf

According to this figure social activities provided only by ventures with an economic base are considered SE, applied in (figure 1, quadrant 1). In addition to the primarily social organizations but operationally run as business ones; which the figure named social enterprises (figure 1, quadrant 4). The for-profit Egyptian organization SEKEM is a good example of ventures of quadrant 1 type. While Grameen Bank mostly fall into quadrant 4 category, in that they are sustained by their profits, and use those profits to make a measurable impact on society without extra revenue beyond what is spent to foster that impact. Most social ventures, in fact, do not fall neatly into either of these categories, and rather somewhere in between and this is the Hybrid Zone (Zacharakis, Spinelli, & Timmons, 2011).

Thus, social entrepreneurship ventures try maximizing social gains, rather than or side by side to maximizing profit gains. That is how conventional entrepreneurs typically measure performance in profit and return, but social entrepreneurs also take into account a positive return to society. At times, profit also may be a consideration for certain companies or other social enterprises. Social entrepreneurs are seen by researchers as being:

Mission-driven dedicated to delivering a social value to the under-privileged.

They are mission leaders, change agents, opinion leaders, and social value creators and socially alert.

Independent, they can work alone or within entrepreneurially oriented organizations that have a strong culture of innovation and creativity.

Some call them game changers.

"They blend social and profit-oriented activities to achieve self-sufficiency, reduce reliance on donations and government funding, and increase the potential of expanding the delivery of proposed social value"(Gregory, 1998).

Therefore, after extensive research the most common of definitions used when identifying a social enterprise is an entity, whether an NGO (Non Governmental Organization) or company, that sets out to achieve social impact basedon a business model that ensures its financial viability and sustainability (Abdu, Ihab, 2010)

THE EVOLUTION OF SOCIAL ENTEEPRENEURSHIP

Social entrepreneurs through history have contributed with creative and innovative ideas that had a great effect on the development of economies and communities. Social entrepreneurship was introduced in literature on social change in the 1960s and 1970s.Promoted by Bill Drayton the founder of Ashoka, the term came into widespread use in the 1980s and 1990s (Thompson, 2002). Social entrepreneurship was created to emulate the business entrepreneurial sector in its competitiveness, effectiveness, efficiency and best use of resources (Bibars, 2009). Ashoka is an international organization that seeks building networks of pattern-changing social innovators and select high-impact entrepreneurs, who creatively solve some of the world's biggest social challenges. One of Ashoka's main objectives are to find and foster the most powerful emergent ideas being led by the most effective social entrepreneurs, and to provide a pathway for all citizens to be change makers (usa.ashoka.org, 2015).

Michael Young was also another leading promoter of social entrepreneurship and in the 1980s he was described by Professor Daniel Bell of Harvard University as "the world's most successful entrepreneur of social enterprises" (Thompson, 2002) because of his role in creating more than sixty new organizations worldwide, including the School for Social Entrepreneurs (SSE) in the UK, Australia, and Canada and supporting individuals to realize their potential and establishing social enterprises and social businesses.

There are examples throughout history, several successful social entrepreneurs with major success stories. These pioneers promoted ideas that were taken up by mainstream public services in welfare, schools, and health- care. The list is long but those who contributed to the field and really stand-out include Florence Nightingale, founder of the first nursing school and initiator of modern nursing practices; Robert Owen, founder of the cooperative movement; and Vinoba Bhave, founder of India's Land Gift Movement that helped reallocate land to untouchables. Susan B. Anthony was the Co-Founder of the first women's temperance movement and a prominent American civil rights leader. Maria Montessori was a pioneer in education and introduced the Montessori approach to early education in children. (http://www.managementstudyguide,

2015)

Another social entrepreneur is Muhammad Yunus, founder and manager of Grameen Bank and other social venture businesses. Yunus is also known as the "father of microcredit," establishing the microfinance revolution he was able to help millions of people in rural communities giving them access to small loans, he was awarded a Nobel Peace Prize in 2006 for his contributions being an inspiration to others. BARC (formerly Bangladesh Rural Advancement Committee) is another Bangali originated organization, started out as a limited relief operation in 1972 in a remote village of Bangladesh and has turned into the largest development organization in the world. Organizing the poor using communities' own human and material resources, BRAC catalyses lasting change, creating an ecosystem in which the poor have the chance to control of their own lives, using tools like microfinance, education, healthcare, legal services, community empowerment, social enterprises and BRAC University (www.barc.net, 2015). Another prominent social entrepreneur of Egyptian origin is Ibrahim Abouleish, founder of the SEKEM Company which produces organic products and crop remedies. The organization is committed to using biodynamic methods in pest control and the improvement of yields. He was chosen as an "Outstanding Social Entrepreneur" by Schwab foundation in 2004 and 2013 received the Award for Excellence in Positive Change.(www.sekem.com, 2015)

EGYPT"S SOCIAL MINDSET AND THE PATH TO (SE)

All the above non-exclusive list of entrepreneurs, act as change agents in their communities or worldwide by providing innovative services or products; nonetheless, innovation in the researchers' opinion may include the promoting of new ideas that also serves the community. Islam El-Beheiry is one of those entrepreneurs in Egypt promoting new religious ideas that seek to purify Islam as- God holy instructions and morals -from misleading human interpretations that tended to distort the essence of the religion that is full of mercy and kindness by making it associated with terrorisms, killing, and all kinds of violence. El-Beheiry calls for rethinking and ridding predecessors' interpretations to match the clear sayings from Allah. He has millions of followers locally and worldwide, and also million of opponents. El- Beheiry is confronting huge criticisms from those adhering predecessors' "distorted" interpretation more than their adherence of the sayings of Allah proved in the Holy Qur'an.

Another prominent experience currently taking place in the field of SE in Egypt which is known as "Egypt's Street Children Choir" initiated by Selim Sehab; a prominent maestro in the Egyptian Opera. Sehab's social initiative seeks to incubate groups of street children, who either dropped out of school or are orphans, he believes that educating them as well as teaching them music will have a great impact on their lives and will contribute to fighting terrorism and crimes (alMasry AlYoum, 2014).

Another example seen by many as being related to initiating entrepreneurial mindsets in Egypt is an initiative called "Bank of Ideas". After the Egyptians uprising in January 2011, an Egyptian author and businessman Dr. Ibrahim Omara introduced the "Bank of Ideas" initiative and submitted it to Prime Minister, this initiative was similar to what Japan and China applied in the seventies. Omara sought to invite every Egyptian to contribute in the development of his post revolution exhausted country by depositing his developmental ideas at that Bank (Al Youm 7, 2011). Worth notion that the Cabinet since then endorsed 3 sites to serve such initiative which are: www.innovate.cabent.gov.eg, www.afkar.cabent.gov.eg, and www.idea.cabent.gov.eg (Omara, 2011). The Idea was applied at different country levels; ministerial, governorate, and public universities levels. The Essence of the initiative was to release Egyptians' innovatory

potentials, articulate their ideas to reallocate resources, and better serve the community.

On the portal of each ministry, governorate, and public university a "Bank of Ideas" was created, encouraging dialogue at all levels, enabling all Egyptians to submit their innovative ideas addressing certain societal or national problem. On the Institutional level, physical offices were opened carrying the same name, these offices were also located on campus of several public universities including Cairo University. They were established to encourage entrepreneurial students to submit their innovative thoughts contributing to development the future of the country. Moreover, a central administrative ministry-level unit was established named "Innovation and Pro-entrepreneurship Unit"; however still in its preliminary phase it is supposed to act as an incubator to entrepreneurial mindsets (http://www.ncie.eg, 2015)

SE AND HIGHER EDUCATION IN EGYPT

The Principles for Responsible Management Education (PRME) is the first organized relationship between the United Nations and management-related academic institutions, business schools, and universities. Since its official launch in 2007 by UN Secretary-General Ban Ki-Moon, the initiative has grown to more than 500 leading business schools and management-related academic institutions from over 80 countries across the world (www.unprme.org).

Universities in the Middle East and around the world today are participants in PRME and are applying the principles of responsible management in education. When applying these principles, educational institutions will be able to provide their students with quality education that enables them to compete in the market (www.unprme.org). Higher education institutions have a key role in the social competitiveness challenge, either by offering high-quality training, appropriate to labor market and to the socioeconomic environment needs specific to Egypt, either by the preparation of professionals who can address the real needs of public or private organizations, through the ability to mobilize their scientific/technical knowledge to any situation (Santos & Bonito, 2010).

Public Universities specifically embraces the largest segment of youth in Egypt compared to the private universities. In 2013/2014 the number of students enrolled in public universities was 1,649,986 compared to only 72,982 in private universities; although the number of public universities is 22 compared to 20 private universities (SIS, 2015). This apparent over crowdedness of public universities urges the challenge concerning the capacity to prepare qualified people to find jobs or to create business/professional opportunities, where they can be entrepreneurial and become a proactive element on the organizational positioning.

The problems facing Egypt are grave; unemployment in Egypt was estimated at 13 percent among the general population (World Bank, 2013) and 23 percent among those aged 15-24. (The World Bank Fact book: Egypt, 2014) The youth of Egypt were the spark of the two uprisings, the past four years Egypt has been going through severe political, economical and social instability. The recent uprisings and demanded for reform and were primarily led by middle class youth suffering from the country's inequitable economic growth patterns. (Ghanem, 2013). There are three main challenges facing social entrepreneurship in Egypt include economic instability, ineffective intellectual property protection and lack of social entrepreneurship education in higher education institutes.

Political/Economic Instability: Political and economic instability due to the uprisings, January 25th 2011 and June 30th 2014 has lead to a severe drop in foreign direct investment (FDI). The Economic conference held in Sharm El Sheik in March 2015 and the current governments launching of the four year economic reform plan that includes a development and investment plan that in turn will lead Egypt towards inclusive and sustainable growth.

Intellectual Property Protection (IP): The lack of strictly applying intellectual property laws in Egypt is one of the main challenges facing social entrepreneurs. IP is considered as an incentive for innovation, creativity and entrepreneurship. Owners are given rights known as IPR which are copyright, patents, design rights, trademarks and trade secrets.

Lack of Social Entrepreneurship Education: Increasing of social entrepreneurial literacy through capacity building through training and workshops. Creating knowledge, skills and awareness within the context of higher education institutes is crucial for the success of social entrepreneurship in Egypt.

Egypt's educational system has been considered by many researchers as the principal barrier to fostering SE. Educators fail to teach an entrepreneurial mindset which includes risk taking, creativity and innovative thinking; therefore our youth in Egypt are not equipped with the basic entrepreneurial skills. The introduction of Entrepreneurship education programs in Egypt has been seen in couple of universities. These universities are private universities such as the American University in Cairo (AUC) and the British University in Egypt (BUE) as well the Nile University (Schroeder, 2013). Therefore, it is safe to say that the efforts seen to date regarding entrepreneurship education and awareness are primarily accessible to well-educated and English literate individuals in private university.

As education institutions are preparing the future decision makers we must encourage students to apply different ways of thinking, looking for solutions to societal problems thus "having a social mission to answer a social problem". This could be attained via incubating potential youth, guiding them to unleash their capacities, and supporting them, modifying and converting their capacities to worthwhile solutions for societal problem. If the possible role of universities in supporting entrepreneurial mindsets among youth is to be investigated, this could be traced for the purpose of this paper in the light of the steps mentioned in ADKAR model for personal development. According to this model, large changes could be induced only when each person is able to transition successfully. This model was developed by Jeff Hiatt, CEO of Prosci® Change Management (www.prosci.com), and first published in 2003, focuses on 5 actions and outcomes necessary for successful individual change.
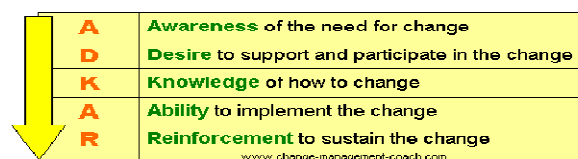
Source: The Adkar® Model of Change Management (Http://Www.Change-Management-Coach.Com/Adkar.Html)

The ADKAR® model consists of five sequential steps or actions

- **Awareness of the Need for Change**

This step explains the reasoning and thought that underlies a required change. Planned communication is essential. When this step is successfully completed the individual will fully understand why change is necessary.

- **Desire to Participate in and Support the Change**

In this step the individual is able to reach a point where they make a personal decision to support the change and participate in the change. Building desire is partly achieved by addressing incentives for the individual and creating a

desire to be a part of the change.

- **Knowledge on how to Change**

This process is not limited to formal training. Two types of knowledge need to be addressed: knowledge on how to change (during the transition) and knowledge on how to perform once the change is implemented.

- **Ability to Implement Required Skills and Behaviors**

Ability is understood to be the difference between theory and practice. Once knowledge on how to change is in place, the practice or actual performance of the individual needs to be supported. This can take some time and can be achieved through practice, coaching and feedback.

- **Reinforcement to Sustain the Change**

This final ensures that changes stay in place and that individuals do not revert to old ways. This can be achieved through positive feedback, rewards, recognition, measuring performance and taking corrective actions.

The primary reason of applying this model of change is its focus on individual change and ensuring that each person makes the needed transition. Most importantly, when focusing on the individuals, you're able to measure where they are in the change process and what is required to assist them to move to the next step, not only relying on running a certain number of training programs, or communicating a particular message, and expecting everyone to follow.

Thus, the role of universities in initiating social entrepreneurship among youth will be investigated throughout ADKAR process. That is, investigating universities' roles in the pre-phase that encompasses the first three steps; i.e., creating the awareness of the topic, the willingness to change and providing youth with knowledge and the know-how. The implementation phase reflects the fourth step, and post implementation phase represents the sustainability step in the model, as universities role will be addressed in evaluating and supporting the sustainability of youth endeavors. All these steps will contribute to capacity building of both the teaching staff and students in Egyptian Universities in the area of social entrepreneurship.

SE IN PUBLIC UNIVERSITIES_ EMPERICAL STUDY ON CAIRO UNIVERSITY

Cairo University is the first public university in Egypt, established in 1908 as a result of a new phase of Egypt's contemporary history that was issued by 1919 Revolution. Cairo University is the second oldest University in the Middle East Region after Al-Azhar. The University currently enrolls approximately 255,000 students in 22 faculties making it one of the 50 largest institutions of higher education in the world by enrollment and a staff of approximately 23 thousand. (cu.edu.eg, 2015) The study tried to investigate the perception or the degree of awareness of both students and professors of social entrepreneurship as a concept and practice within the boundaries of the university. Also investigating the role the university should play in development of entrepreneurial personality according to the stages mentioned in ADKAR model for personal development; a role that in its turn was clarified from both parties' perspective. The empirical study went through several steps, starting from designing the questionnaires, followed by determining the study population and the sample size, then applying a pre-test for the study and analyzing the questionnaires' validity and consistency and finally results analysis.

First: Questionnaires Design, Population and Sampling Technique

In designing the questionnaires the researchers developed an operational definition to what is meant by SE that could be attained through reviewing previous theoretical and empirical literature. The questionnaires were then reviewed by relevant specialists to be evaluated contextually and statistically. Face to face interviews were held with university professors and students to overcome possible problems in implementation. Also, a pre-test was carried out on a small sample to ensure the clarity and understandability of questions and the time estimated to hold interviews and complete the questionnaires. After inserting required modifications, data was classified and analyzed using Excel and Statistical Package for Social Survey (SPSS) programs. The Study Population was composed from two different societies in Cairo University as representative of public universities; university staff of 23 thousands in 2013/2014, and students of approximately 250 thousands. Availability sampling has been adopted. The sample size of the students was 330 students, and for the faculty it was 46.

SECOND: RESULTS AND DISCUSSIONS

A. Results from Students' Sample

Table 1: Students' Awareness of What is Meant By SE

	Yes		No	
	Frequency	**%**	**Frequency**	**%**
Awareness of the meaning of SE	172	52.1	158	47.9
Awareness of the existence of Bank of Ideas (BI)	79	23.9	251	76.1
Having Interacted with (BI) before	7	2.1	323	97.9
Insistence to induce changes around	305	92.4	25	7.6
The ability to induce changes around	295	89.4	35	10.6
Having participated in community service activities	199	61.3	131	39.7

It is obvious from the previous table – the following:

- Low awareness of what is meant by SE, as only 52.1% ensured their understanding to the concept,

- Significant low awareness - 23.9% of the sample- of the existence of BI in the university,

- Almost no interaction took place between the students and the BI,

- High confidence was shown in students' concerns to make changes with a ratio 92%, and in their ability to enforce these changes with a ratio of 89.4%,

- Poor contribution from students' side in getting involved in community- service activities with a ratio 61%.

Table 2: Students' Perception to the Type of Jobs They are Willing to Join when Graduating

Type of Future Jobs	Frequency	%
Private jobs	82	24.8
International Organizations	82	24.8
Government Sector	73	22.1
Voluntary organization	30	9.1
Personally owned Business	63	19.1
Total	330	100

Results showed poor willingness to join government jobs. It is obvious that working for a private firm or an international organization came on top of students' preferences, followed by working in government jobs. Unfortunately, working in personally owned project (start ups) came on bottom of their preferences, indicating low entrepreneurial orientation, with a ratio of 19%. Worse than this represented in their poor concern to work for voluntary organizations; indicating thus poor orientation towards serving their societies. These results could be justified by the almost poor economic conditions of the country which trigger youth to be primarily concerned by economic incentives.

Table 3: Awareness of Famous Local Social Entrepreneurs

	Frequency	%
Naguib Sawires	34	10.3
Magdy Jacob	267	80.9
Abouleish	6	1.8
Don't Know	16	4.8
Total	330	100

On the local level, students perceived Dr. Magdy Jacob the internationally renouned heart surgeon on top of social entrepreneurs, followed by Naguib Sawires who is the famous Egyptian business man, then by Abouleish. Worth notion, that there was almost complete ignorance of Ibrahim Abouleish, although being awarded internationally for his achievements in serving the local community. The following table shows these results. Some respondents preferred to add Dr. Ahmed Zowel the Egyptian Nobel Prize winner as a social entrepreneur, for his establishment of Zowel University to enhance scientific and technological advancement in the society.

Table 4: Identifying international Social Entrepreneurs

	Frequency	%
Bill Gates	83	25.2
Muhamed Yunus	170	51.5
Ashoka Inistitution	9	2.7
Don't Know	51	15.5
Total	330	100

On the international Level, Muhamed Yunus came on top of social entrepreneurs in students' perception, followed by Bill Gates, then Ashoka foundation. Some respondents added Nilsson Mandela as an SE who contributed a lot in serving his community. Worth notion, there was almost complete ignorance of Ashoka, although it's major contributions towards initiating the concept and practice of SE in Egypt. Results are represented in the following table:

Awareness of Societal Problems

Results from open end questions showed the following:

- High awareness of major societal problems, and their willingness to establish projects contributing in solving them. On top of these, was to get involved in projects tackling unemployment problem, then tackling illiteracy problem, followed by poverty problem, street children, and garbage problem, in order.
- Their perception to the requirements needed for such projects was: having needed funding, proper marketing, support from the government and the business sector, and efficient team work- each in sequence.

Furthermore, open end questions investigated The role of universities in supporting students' SE projects. This part is closely linked with the ADKAR Model, as mentioned previously.

- **In Preparation Phase-**ADK initials in the model- students perceived the role of universities as follows:
  o Providing proper skills to start their projects and to help their communities though holding seminars and relevant workshops.
  o Upgrading the awareness of vital societal problems ranked by importance.
  o Studying their projects and adopting and supporting what are relevant and applicable.
  o Guiding in finding required fund.

- **In Implementation Phase-**A in the model- responses were:
  o Facilitating the obtaining of required procedures to get authorities' approvals and licenses.
  o Providing required assistance and consulting.
  o Supporting in marketing the projects.
  o Continuous monitoring and providing technical and financial support.
  o Assisting in addressing problems and solving them.
  o Provide enough guarantees to ensure the sustainability of fund.

- **In Post Implementation Phase-**R in the model- responses came as follows:
  o Assisting in analyzing and evaluating results.
  o Raising awareness of successful projects that contributed more in solving societal problems.
  o Act as mediators in achieving required integration for related projects.

Results from University Staff Sample

The sample showed the following results.

Table 5: Staff Awareness of SE as a Concept

	Yes		No	
	Frequency	**%**	**Frequency**	**%**
Awareness of the meaning of SE	25	54.3	21	45.7
Awareness of the existence of Bank of Ideas (BI)	10	21.7	36	78.3
Having Interacted with (BI) before	1	2.2	45	97.8
Having participated in community service activities	29	63	17	37

The sample revealed low degree of awareness of the concept, as apparent from the following table:The low awareness of the concept – only 45%- shows consistency with what was found in student's sample, indicating thus the existence of substantial problem facing the adoption of SE in Egypt.

Only one fifth of the staff showed awareness of the existence of BI, and almost responses showed no previous interaction with it.

There was high agreement between both samples concerning poor involvement in activities contributing in serving the society. Only 63% confirmed their contribution.

Table 6: Perception of Local Social Entrepreneurs

	Frequency	%
Naguib Sawires	11	23.9
Magdy Jacob	28	60.9
Abouleish	6	13
Don't Know	1	2.2
Total	46	100

The results proved high consensus between both samples concerning the ranking of top social entrepreneurs, as Magdy Jacob came first, followed by Sawires and Abouleish.

Table 7: Preception of International Social Entrepreneurs

	Frequency	%
Bill Gates	11	23.9
Muhamed Yunus	25	54.3
Ashoka Institution	4	8.7
Don't Know	6	13.1
Total	46	100

Also, results showed high consensus between both samples concerning their perception for international social entrepreneurs.

Awareness of Societal Problems

Open end questions revealed that education and health related problems came on top of the major perceived societal problem according to their severity followed by unemployment, street children, slums, and finally road accidents. The problems perceived by this sample showed a wider perspective of national problems compared with that of the students' sample that showed a narrower and personal scope of interest. Also it was logic – of course- to have the unemployment problem ahead of any other problem from youth's perceptions, as this reflected their worry to find suitable jobs when getting graduated.

The University Role in Supporting SE

Furthermore, open –end questions revealed the following concerning universities' role in supporting SE using the ADKAR model.

- **In Preparation Phase**- **ADK** in the model
    - o Raising students' awareness concerning major societal problems.
    - o Providing suitable training to develop students' skills.

- **In Implementation Phase**- **A** in the Model
    - o Coordinating with funding authorities.
    - o Providing financial and technical assistance.
    - o Guiding in designing the suitable marketing for their projects

- **In Post- Implementation Phase- R** in the model
    - o Assisting in assessing the actual performance

o   Deploying Good practices

HIGHER EDUCATION INISTITUTION AND CAPACITY BUILDING IN EGYPT

The empirical study revealed low awareness in both samples- students and faculties- of SE and poor orientation to get involved in SE related activities. Thus if public higher education institutions to prepare students to become proficient in collecting the needed information and gaining knowledge and technical know-how to determine the decision for each situation, this is feasible through capacity building for both faculties and students, through proper teaching methodologies. Students must be taught how to shape their own future by maximizing all their resources. As proactive change agents the students with the knowledge and guidance will be interested in getting involved in their surrounding community, developing tasks and projects.

This teaching method is known as *collaborative learning* which trains students to have active participation of stakeholders in all education process: future employers, public administration, company managers, and experts of different scientific areas, among others. This should be done though preparing the faculty and empowering them to use several techniques and mechanisms in order to be able to create entrepreneurship oriented generations- some of them represented in:

- Career day: inviting government officials, business owner and experts in diverse fields to spend the day on campus. Giving presentations and conducting workshop or even just meeting with the students.

- Shadow job training: Giving opportunities to students to spend the day on location,

- Short-term internships: Internal (on campus) and external interning in diverse areas of   study and making it a requirement for graduation.

- Volunteering: volunteering with NGO's on site locations getting to know societal problems and thinking of new and creative solutions.

- Field trips: Giving opportunity to students to travel in Egypt or abroad to on site locations of their choice.

- Guest speakers: Giving hands-on and first hand information regarding different job   focusing   on   social entrepreneurship.

- Technology driven teaching techniques: application of e-learning, virtual class-rooms,   on-line lectures.

Capacity building for students must also focus on areas of deficiency. Statistically according to our research done on universities in Egypt we found that approximately 90% of the students in Egyptian universities lack the following skills:

- Create writing techniques

- Decision making and problem solving techniques

- Negotiation skills

- Business plan writing

- Resume writing

CONCLUSIONS

In conclusion, the Arab Spring was all about change and a brighter future for the region; Egypt was given the chance for a new beginning after decades of corruption which lead to poverty, unemployment lack of proper education and health facilities. Other countries in the region are still fighting for stability, like Yemen, Libya and Syria. As John F. Kennedy once said, we must remember that "tomorrow belongs to those who have vision today! It is our time, it is our vision, and it is our leadership role. It is time for a new generation of leadership to cope with new problems and opportunities, for there is a new world to be won." And as Muhammad Yunus once said "That a university should not be an island where academics attain higher and higher levels of knowledge share this knowledge." Enhancing efforts to reach out to public university students, Arabic speakers, and youth from across Egypt—not just Cairo—will be necessary to tap the country's full potential. Egypt is in need of a "start-up revolution, (Schroeder, 2013) and it is for this reason that the ecosystem required to sustain and develop this revolution should be the focus of policy makers, donors, the private sector, and civil society alike.

The findings of the empirical study all point towards the need for proper capacity building for both teaching staff and students in public universities in Egypt. With the proper training and new teaching methodology in our universities in Egypt we will be able to raise the needed awareness among the youth of Egypt to be more proactive towards their country. With knowledge and information as well as the proper know-how we will be able to contribute to solving many of the societal problems facing Egypt today, many of these problems were the spark of the two uprising of 2011 and 2013. Our youth are the future leaders and decision makers and they are the real game changers that will lead the country towards prosperity.

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